Summative Assessment Task Outline

**Ask and Answer**

Russian Revolution

MYP 3

The key concept for our revolution unit is **change**. This concept examines the forces that shape the world, past, present and future. Your job is to address the causes, processes and consequences of change, whether they be natural or artificial, intentional or unintentional, positive or negative. Change is universal and it is inevitable.

For your Russian Revolution summative assessment you will formulate a research question related to the period following the abdication of the Tsar, answer your research question and document any sources you use. You should . . .

* formulate a research question that is clear and focused enough to be answered in 500-700 words
  + use the research question matrix[[1]](#footnote-1) to assist you in creating your question
* Address your question using developed descriptions, explanations and examples
* Document your sources using MLA format for print sources and the Harvard Citation Generator for Web sources[[2]](#footnote-2)

Once I approve your research question you will create an outline for your essay. Once I approve your outline you will write your essay. Your essay is due by the end of class on **Friday, March 8**.

Summative Assessment Rubric

Objectives A2, B1, B4 and D3

MYP 3

Name: Date:

Criterion A: Knowing and understanding

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 3 and 2 assessment criteria |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * demonstrates **basic** knowledge and understanding of one aspect of the Bolsheviks’ rise to power through **some** descriptions and/or examples |
| 3-4 | The student:   * demonstrates knowledge and understanding of one aspect of the Bolsheviks’ rise to power through **simple** descriptions, explanations and examples. |
| 5-6 | The student:   * demonstrates **good** knowledge and understanding of one aspect of the Bolsheviks’ rise to power through descriptions, explanations and examples. |
| 7-8 | The student:   * demonstrates **detailed** knowledge and understanding of the one aspect of the Bolsheviks’ rise to power **thorough** descriptions, explanations and examples. |

**Command terms and MYP definitions**

**Demonstrate** Prove or make clear by reasoning or evidence, illustrating with examples or practical application.

**Describe**  Present a detailed picture of a given situation, event, process, pattern or outcome.

**Explain** Describe clearly and give reasons for a concept, process, relationship or development.

Criterion B: Investigating

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 3 and 2 assessment criteria |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * formulates a **very general** research question * **makes a limited attempt** to address the research question. |
| 3-4 | The student:   * formulates an **adequate** research question * **partially** addresses the research question. |
| 5-6 | The student:   * formulates a **clear** research question * **satisfactorily** addresses the research question. |
| 7-8 | The student:   * formulates a **clear** and **focused** research question * **effectively** addresses the research question. |

**Command terms and MYP definitions**

**Formulate** Express precisely and systematically the relevant concept(s) or argument(s).

**Clear and focused** A research question will be deemed “clear and focused” if it is understandable, relevant and capable of being answered in 500-700 words.

**Effectively** Your degree of effectiveness will be largely determined by how developed your descriptions, explanations and/or examples are (See Criterion A).

Criterion D: Communicating

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 3 and 2 assessment criteria |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * **tries in a limited way** to create a list of sources of information. |
| 3-4 | The student:   * creates a list of sources of information **sometimes** according to the task instructions. |
| 5-6 | The student:   * creates a list of sources of information **often** according to the task instructions. |
| 7-8 | The student:   * creates a list of sources of information according to the task instructions. |

**Command terms and MYP definitions**

1. You can download the file from the Resources section of our class wiki. [↑](#footnote-ref-1)
2. There is a link on our course wiki. [↑](#footnote-ref-2)